

DOCUMENT RESUME

ED 241 205

RC 014 602

TITLE Johnson-O'Malley Indian Education Program Evaluation
1982-83.

INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE Nov 83

NOTE 43p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *American Indian Education;
Counseling Services; *Dropout Rate; *Educational
Finance; Educational Needs; Elementary Secondary
Education; Extracurricular Activities; Needs
Assessment; *Program Effectiveness; Program
Evaluation; Public Schools; Reading Skills; Self
Esteem; Student Adjustment; Student Participation;
Tribes; Vocational Education

IDENTIFIERS *Johnson O Malley Act; *Oklahoma (East); Parent
Advisory Committees; Support Services

ABSTRACT

The 1982-1983 Oklahoma State Department of Education Johnson-O'Malley program was very worthwhile. The program successfully provided supplemental education programs to meet the special educational needs of most of the 8,559 eligible Indian students in 122 school districts with average budgets in 28 Eastern Oklahoma counties. The students represented 7.8% of the student population in the districts and they were fairly evenly divided by age and grade. Over 14% of school board members in the districts were Indian, as were 65.1% of the program staff members. The program served students from over 13 tribes, especially the Choctaw, Creek, Seminole, Chickasaw, and Cherokee. Needs assessments showed students' academic needs to be greatest, especially reading, followed by self-esteem, leadership, occupational, and adjustment needs. The districts developed 185 academic, support, counseling, and other programs to meet Indian student needs. Students showed above-normal gains in seven academic areas and in vocational and enrichment areas. Support and counseling programs reported improvements as well. Several statistics indicated that the program was beneficial: only 4.4% of the students had behavior difficulties; dropouts were reduced from 173 the previous year to 152, or only 1.7%; and 731 more Indian students became involved in extracurricular activities. (SB)

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JOHNSON-O'MALLEY INDIAN EDUCATION
PROGRAM EVALUATION 1982-83

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November 1983

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Dr. Leslie Fisher, State Superintendent of Public Instruction

RC 014602

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Data for this evaluation were gathered and provided by local district officials, coordinated by Indian Education Facilitators, supervised by Director Sam Homan of the Indian Education Section, and compiled by Dr. James L. Casey of the Planning, Research and Evaluation Section, Oklahoma State Department of Education.

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FOREWARD

The Department of the Interior, Bureau of Indian Affairs, annually makes available funds for Indian Education and assistance to schools. Under the Johnson-O'Malley Educational Assistance Act of 1934 (JOM), as amended, funds are made available to tribal organizations, Indian corporations, school districts, or to states which have eligible Indian children attending public schools with established Indian Education Committees to approve operations of programs beneficial to Indian students.

The objective is to provide supplemental education programs for eligible Indian students attending public schools. Supplemental programs are to be designed to meet the special educationally related needs of the Indian students at all grade levels.

The Bureau of Indian Affairs (BIA) provides technical assistance and through regional offices contracts with qualified institutions to provide the needed services. A major contract in Oklahoma is with the Oklahoma State Department of Education (SDE) to serve tribal areas in Eastern Oklahoma. Other BIA contracts in the State are given to tribes and other Indian organizations, therefore the documentation in this report covers only the State Department of Education's area of responsibility.

As specified in 25CFR 273, annual reports are required following the end of the local school year. Each program must also be audited each year. The Oklahoma State Department of Education has undertaken an extensive effort during the 1982/83 school year to consolidate the efforts at reporting and to make an evaluation of the programs more beneficial.

Evaluation emphasis is placed on that information which will contribute to improved activities designed to meet the specific needs of Indian students. Needless to say, is that the information is collected to meet the regulations, also. Johnson-O'Malley programs have been operating for many years in Oklahoma,

and it has been evident that the programs are considered worthwhile by all involved. The evaluation effort will assist districts and the State agency in making an even greater and more specific impact on the progress of Indian students.

Because of the unfamiliarity of program officials and operators with the data collection forms and procedures used this year there were some omissions and confusion as to information needed, but these minor irregularities do not detract significantly from the resulting overall perception that the 1982/83 Johnson-O'Malley efforts were very beneficial. Evaluation participants are to be commended for accomplishing this important task quickly and efficiently.

Although by necessity of the law, the SDE finds itself in a regulatory role in the JOM effort, it is expending more effort in leadership and service roles to assist districts in planning better programs for students. Districts are visited by staff and technical assistance is provided to bring to bear the best educational support possible for the Indian student in Oklahoma.

The intent of this evaluation is to allow and assist program directors at all levels to bring their leadership and service to focus on needs of Indian students. Through using the information provided herein all programs can improve.

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OKLAHOMA STATE DEPARTMENT OF EDUCATION GOALS

The Indian Education Section of the SDE has as its major goal the improvement of educational opportunity for Indian students in the public schools. Under the JOM regulations this calls for attention to a specific population of Indian children. This requires the establishment and verification of records attesting to eligibility. To enhance this goal the SDE helps districts establish special programs and monitors and evaluates these programs in the current contract area — Eastern Oklahoma.

To create better relations between the schools and the Indian community, the staff visits Indian homes, interprets school regulations and JOM regulations. They provide in-service training where needed. Further work is done with parents and JOM committees to identify needs and develop programs with the highest possibility for success.

The SDE staff assists school administrators, teachers and Boards of Education to fully implement the intent of the Johnson-O'Malley program. Assistance includes meeting with these operational personnel, presenting guidelines, giving information and explanations, and evaluating. Several workshops are provided each year for participants in the program. Staff attend local meetings and participate in local programs when feasible. In this manner they are in the best position to be called upon and to present local in-service workshops for teachers and students.

Extra-mile efforts are made by SDE staff to cooperate with all local, state, and federal agencies and other groups which are interested in education for Indian students. Work with the State Employment Office, Colleges and Universities, Department of Rehabilitation and other Human Services agencies, town and city governments, and other civic organizations helps obtain benefits such as scholarships, jobs, and other needed opportunities.

Staff are particularly enthusiastic when working on Indian awareness, Indian culture, effective curriculum for Indians, and counseling Indian students to further their education. This evaluation indirectly shows results of much of their activity.

INDIAN SCHOOL COMMUNITY DATA

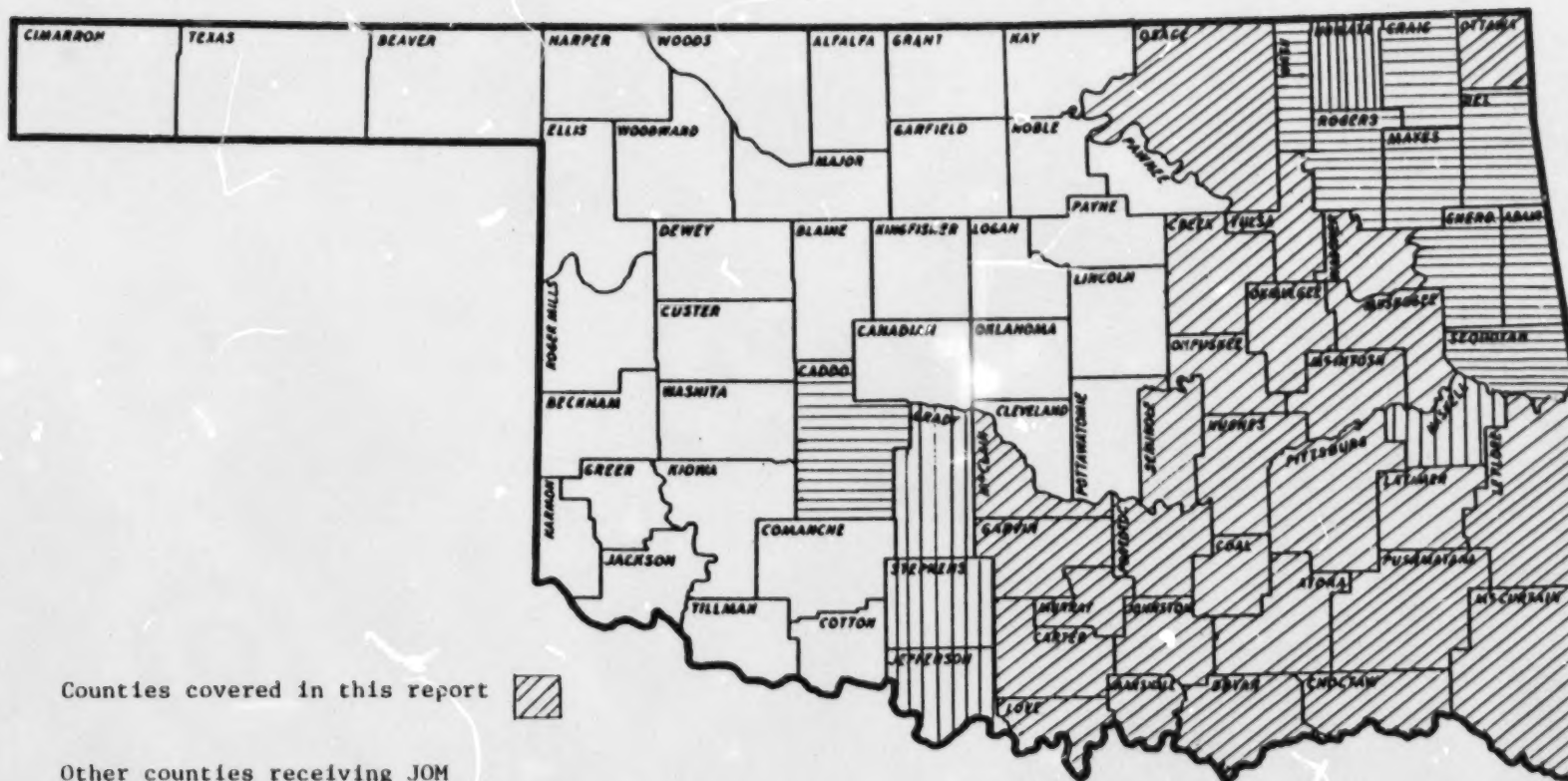
The Muskogee Area BIA office has responsibilities in 41 counties, over 53% of the counties in the State. Counties covered by data in this report are: Atoka, Bryan, Carter, Choctaw, Coal, Creek, Garvin, Hughes, Johnston, Latimer, LeFlore, Love, McClain, McCurtain, McIntosh, Marshall, Murray, Muskogee, Okfuskee, Okmulgee, Osage, Ottawa, Pittsburg, Pontotoc, Pushmataha, Seminole, Tulsa, and Wagoner. (See Chart I)

Other counties in Eastern Oklahoma received Johnson-O'Malley funds, but their evaluation is not covered in this report. One of the problems is that "Eastern Oklahoma" is not necessarily a geographical designation. It more closely refers to those tribes which made up Indian Territory but more specifically to those agencies and tribes now served by the BIA Muskogee Area Office. Note that the "Unassigned Lands," now consisting of Logan, Payne, Oklahoma, Lincoln, Cleveland, and Pottawatomie counties, were not under the jurisdiction of Eastern Oklahoma Tribes and do not fit under the JOM priority of giving service to those Indian students living on or near reservations. Some counties fall under jurisdictions split between the Muskogee Area Office and the Anadarko Area Office as well as between agencies in each area. Several counties have programs directly contracted between their resident tribe and the BIA Area Office. (Note the Green Country Area in Chart I) For purposes of this report "Western" means the Anadarko Area Office responsibility and the rest of the State.

During 1982-83, the State had 517 operating public school districts. The districts reported in this survey numbered 122. Twenty were dependent districts. These are districts that have elementary grades only (up to

CHART I

EASTERN OKLAHOMA JOHNSON-O'MALLEY SERVICE



Counties covered in this report



Other counties receiving JOM
funds but not reported in
this report (SDE Annual Report)



Other "Eastern" Oklahoma
counties with significant
Indian population but
not covered in this report



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grade 8) and are supervised by the County Superintendent. Included districts in this report make up 19.7% of the total districts in the State.

Each district has 3 to 5 board members (some chartered districts may have more). In the districts reported there were 81 Indian Board members and 495 non-Indian. That is a comparison of 14% to 84%. For the State as a whole Indians make up only 5.6% of the population.

All JOM districts must have Indian Committees, too. The 122 schools reported 586 Indian Committee members who had a total of 346 meetings. That is 4.5 Committee members for 2.8 meetings on the average.

Project staff numbered 138.5 Indian and 74.25 non-Indian for 65.1% and 34.9% respectively. By program, there were only 32.22 certificated staff and 114 non-certificated staff reported, but this still indicates considerable Indian community involvement.

Training was provided in a variety of settings and by many different trainers. Participating in the personnel training for improving their task performance were 126 Committee members (21.5%), 29 teachers, and 71 aides and others. The total number of staff trained was 110 or 51% of all staff.

Total number of students recorded for districts in this survey was 109,660. Of that number, 8,559**were involved in the Johnson-O'Malley programs reported. That calculates to 7.8%.

**Differences between the number 8,559 reported involved and the total number of 8,464 reported on Tables 1 and 2 and Chart II are accounted for mostly in terms of clerical error, different times for reporting the various figures, and different people filling out different parts of the evaluation forms. About 15 districts omitted transfers and dropouts before filling out enrollees' ages and grades forms.

Number of Indian students in the Eastern - Muskogee Area Office - region is 44,425. For Western Oklahoma the number is 16,592, making a total of 61,017 Indian students in the State. Males make up the majority (51.9%) of Indian students. (Other male percentages are Black - 51.4%, Spanish - 51.6%, Oriental - 52.8%, Caucasian/other - 51.6%, and Total - 51.6%)

Tribal listing of students was based upon the tribes traditionally under the jurisdiction of the BIA Muskogee Area Office. No effort was made to determine why some tribes were so little represented. One thing is evident, however, and that is that the Cherokee Tribe contract directly with JOM did take many Cherokee students off the list. (See Chart II.)

Tables 1 and 2 give the ages of the enrollees and the grade levels respectively. Although students as young as 3 may qualify for participation in JOM programs, the public schools do not usually serve the three and four year olds. Community programs such as Head Start serve their needs. Some of the school officials seemed concerned about promotability of Indian students (see Tables 20 and 21) but a comparison of Table 1 and Table 2 reveals no significant stacking up of students at any one grade or age level. This indicates a normal progression and possibly the preventive effect of JOM programs if it has been a problem.

Johnson-O'Malley

SERVED STUDENTS BY TRIBAL AFFILIATION

Chart II

Number of Students

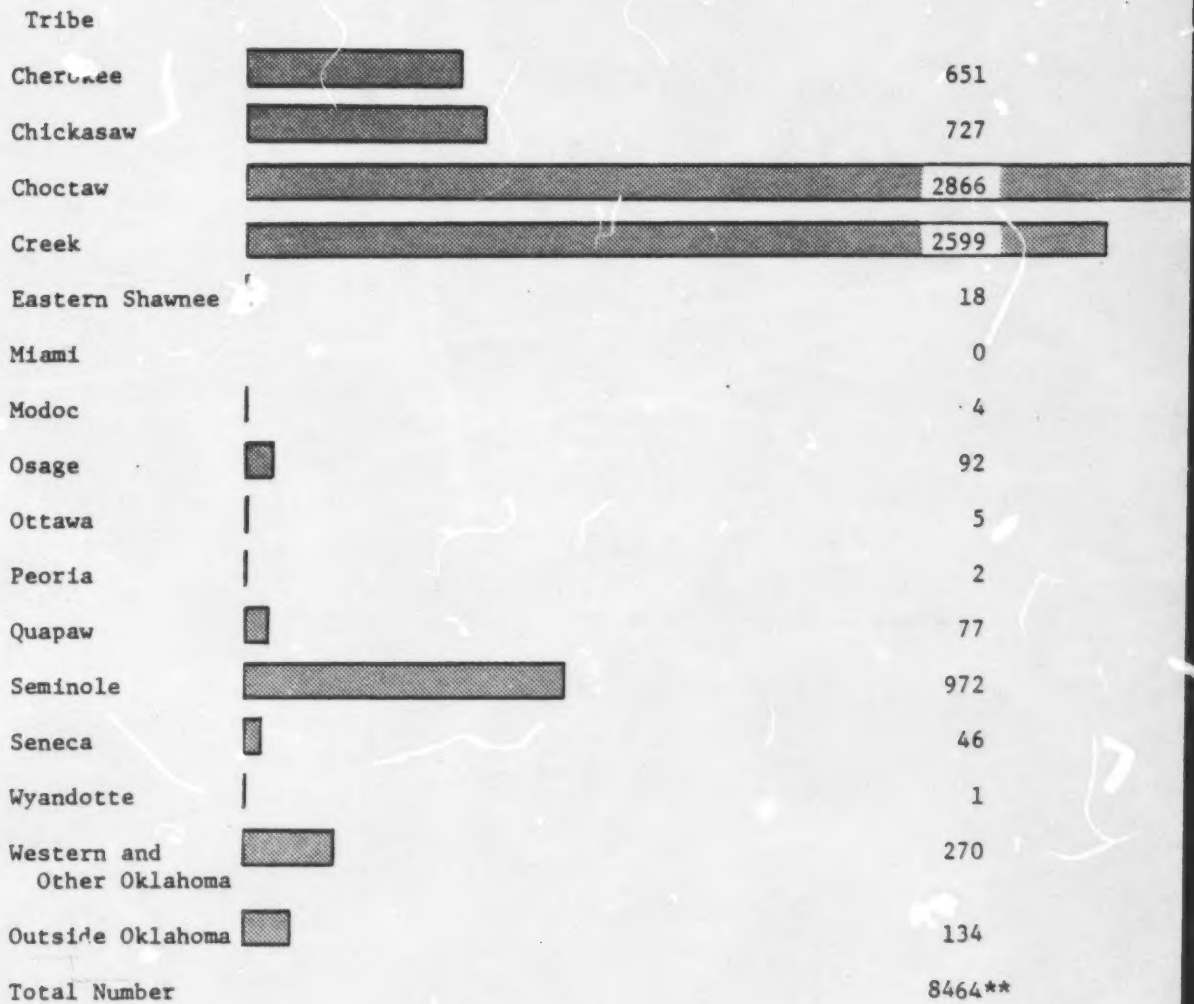


Table 1

Johnson-O'Malley
Age Level Enrollees
1982-83

Age	Enrollees
5	322
6	586
7	600
8	700
9	667
10	665
11	701
12	692
13	708
14	730
15	680
16	690
17	538
18	185
TOTAL	8,464**

Table 2

Johnson-O'Malley
Grade Level Enrollees
1982-83

Grade	Enrollees
K	470
1	550
2	608
3	702
4	692
5	688
6	716
7	691
8	703
9	703
10	710
11	646
12	553
UG*	32
Total	8,464**

*Ungraded

NEEDS OF JOHNSON-O'MALLEY STUDENTS

Each year Johnson-O'Malley schools must perform a needs assessment on their qualifying students. Procedures for performing such assessments are not specified in detail, but most districts use established techniques that have been successful with all students. Generally administrators and teachers meet after determining who are the likely candidates and from past experience with the students identify the kind of data needed about the potential enrollees and possible programs for them. In cooperation with the Indian Education Committee, programs are identified that have good potential for meeting the identified needs and making a difference in the educational lives of the Indian students.

Responses to this year's evaluation about the unique needs of JOM enrollees were placed in one or more of 13 categories. The categories were derived from the legislation, regulation, and from previous experience in program operation. These 13 were later placed under five major areas. See Chart III for the illustration of Responses.

The unique needs of Indian students were tallied into the following major areas (identified by letter) and sub areas (identified by numbers). Percentage figures are in relation to the total students in the survey.

A. Academic needs:

- (1) Deficient math skills - 1,376 (16.1%)
- (2) Deficient language arts skills - 1,358 (15.9%)
- (3) Deficient reading skills - 1,644 (19.2%)
- (4) Deficient overall academic skills - 1,519 (17.7%)

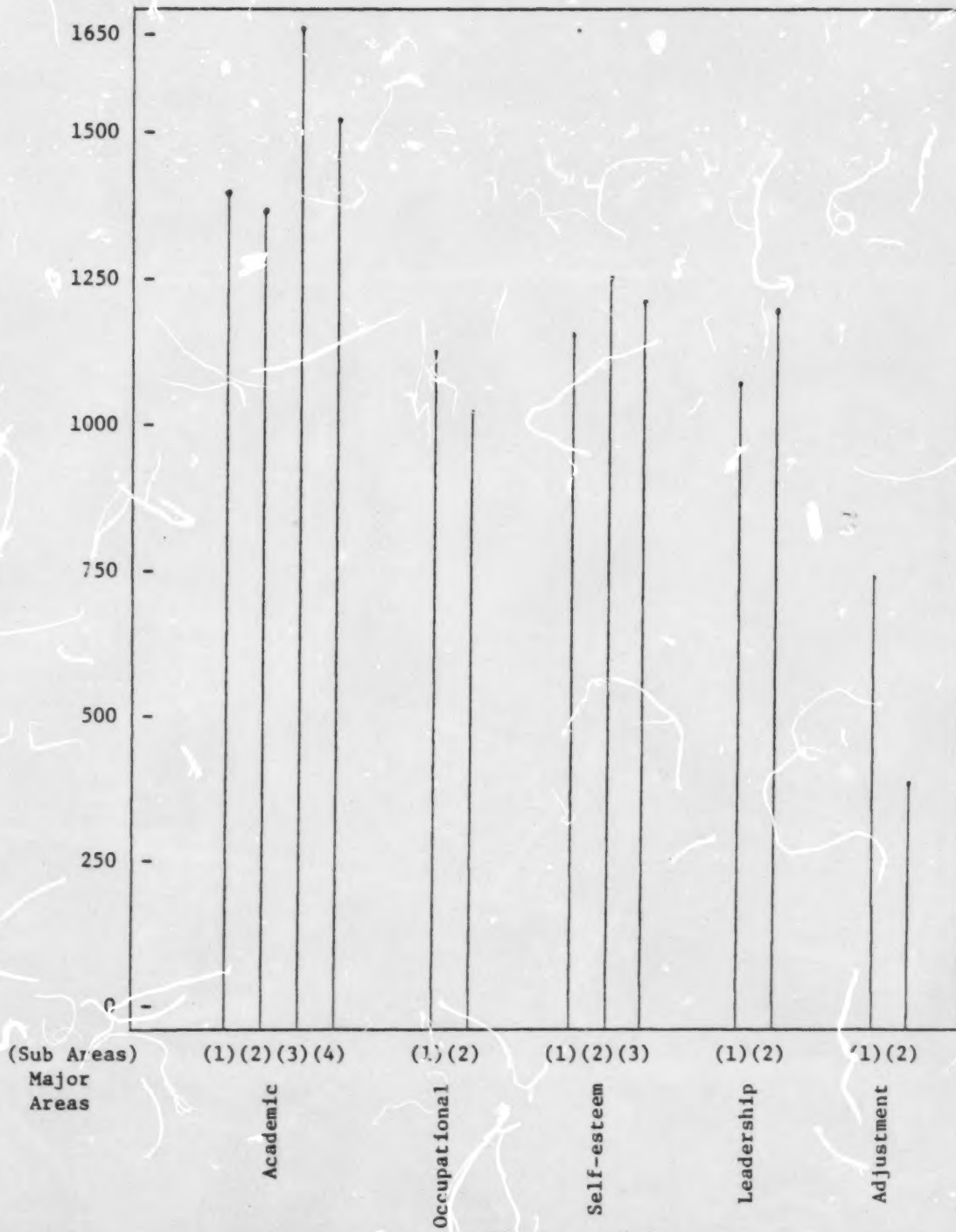
B. Occupational needs:

- (1) Lack of career goals - 1,110 (13%)
- (2) Lack of vocational preparation - 1,017 (11.9%)

Chart III

JOM Student Needs

Number of
Students



C. Self esteem needs:

- (1) Lack of opportunity for self expression in arts, crafts, dance, drama, music - 1,133 (13.8%)
- (2) Low self concept - 1,277 (14.9%)
- (3) Low cultural awareness - 1,235 (14.4%)

D. Leadership needs:

- (1) Lack of leadership skills - 1,066 (12.5%)
- (2) Lack of involvement or motivation - 1,209 (14.1%)

E. Adjustment needs:

- (1) High absentee rate - 703 (8.2%)
- (2) Behavioral difficulties - 375 (4.4%)

From the above list observation verifies that the four highest need areas were all academic. Reading was at the top of the list with almost 20% of the students needing that skill. Further in this report can be found evidence that 47 percent of the districts were meeting those needs with specific academic programs. Others were approaching them indirectly with such things as tutorial centers and supplementary materials.

Occupational, leadership, and adjustment needs are usually seen as secondary school level needs. The response to this survey, however, indicated that district personnel think that these kinds of needs could be addressed at the elementary level with some appropriate activities.

Adjustment needs indicate that only 8.2 percent of the Indian students had high absenteeism. This is not statistically different from the 8 percent figure that results in the comparison of total State enrollees of all students and the total State average daily attendance.

Only 4.4 percent of the Indian students had behavioral difficulties. Compared with the fact that almost 52 percent of the Indian students are boys, who are usually rated higher in behavioral difficulties, this indicates the programs may be having a beneficial effect.

PROGRAM RESULTS

Over 185 programs were developed to address the needs of the Johnson-O'Nealley students. Among them were the following:

- A. Academic Programs - 57 districts, 87 programs
- B. Vocational Programs - 4 districts, 5 programs
- C. Enrichment Programs - 12 districts, 14 programs
- D. Support Programs - 48 districts, 53 programs
- E. Counseling Programs - 24 districts, 26 programs

Of course academic programs lead the list since that is the major purpose of the funds. Furthermore, if the fact is considered that most "Support" programs involved tutors or a tutoring center working on academic needs, then it appears that most all districts have instituted programs to attack academic needs of enrollees. Most districts must have been satisfied with the progress their programs were making and accurate with their initial assessment of the needs for only 5 districts reported seeking and receiving approval for changes during the year.

Program results are detailed in Tables 3 through 28. Some explanations may help to interpret the information contained in the tables. All tables report information by grade level. In the grade level column "K" stands for kindergarten and "UG" means ungraded, a special education provision. All tables, too, report number of enrollees by grade level. In tables where there are very few students reported, the reader can assume that a single district is probably all that is involved in that particular program.

The academic programs report number of "Students Tested." This means number of students who had both a pre-test and a post-test by which the instructor could measure specific gains within the program. The "Completion %" figure indicates the percentage of students who had a pre and post-test in relation to the total who were enrolled. The variation in the "Completion

"%" can be accounted for by late enrollment, transfers, dropouts, or simply by the student not being present to take both tests.

In the academic programs tables the last column is headed "Avg. NCE Gain." This means average normal curve equivalency gain. This is a statistic that allows gains to be added to each other and still reflect the gain of the group, and with different tests. The NCE figure can be interpreted somewhat like a percentile in that 100% - 100 NCE, 50% - 50 NCE, and 0% - zero NCE are the same, but they do vary in between those three points on the scale. A zero NCE gain is the growth we would normally expect of students from year to year. For example, if a student is functioning at 50 NCE this year in the fifth grade, assuming all things are normal, we would expect him/her to be functioning at the 50th NCE in the sixth grade next year at the same time. If the student next year were functioning (on the test score) at 51 NCE, we would say he or she had made 1 NCE gain. He or she had done above average work as indicated by the test scores. If the score had been 49 we would say the student had fallen behind her or his expected score by 1 NCE. The student had not done average work. So any group NCE gain score above "0" means the program is doing better than we normally expect, and the students are getting ahead. The "calculated" word indicates that the total gain is not just an addition of the figures in the NCE column. Each average must be multiplied by the number of students making that gain and then that total added and divided by the total number of students tested to arrive at the appropriate gain figure.

"Certificated" means the number of certificated persons (usually teachers) conducting the program and usually paid with John. J. O'Malley funds. "Non-Certificated" are employees in the program who do not have

teaching certificates or teaching contracts with the district. Their work with students must, by law, be directly under the supervision of a certificated person.

"Cost" is the total number of dollars reported spent on programs in all schools covered in each table. Note that the \$101,123 reported spent on the academic program of reading (Table 3) was the most spent on any one kind of program this year.

The "Schools' gain to no gain or negative ratio" or simply "Gain ratio" is the number of schools who reported more positive gains than zero or negatives compared with the number of schools who had more zero gains or negative averages. Thus in reading (Table 3) we see that there were 26 schools with reading programs. Fourteen of them made positive gains while twelve had more zero gain or negative figures for their programs.

Pleasing to note is that all academic programs reported this year resulted in positive overall NCE gain.

In the "Vocational" and "Enrichment" Tables (10 through 16) the "Students Showing Gain" column is supposed to reflect the number of students who, in the opinion of the instructor, made better than average gain in the program. Since such programs usually only indirectly contribute to academic gains and are usually difficult to measure, the instructor's professional opinion is used as the source of information for results. The "Gain Percentage" is the percentage of students reported as making better than average gain in relation to the number of students enrolled. Where the "Gain Percentage" is low it usually indicates that the instructor was using a standardized test, rather than just his or her opinion, to document the progress of the students.

The "Support" and "Counseling" programs (Tables 17-28) have a column called "Perceived Gains." Since these programs are even more indirectly connected to mainline instruction, school personnel were asked to make a narrative statement about the particular program's impact, in other words, identifying just what difference they thought the program made in the educational lives of the students. The two or three words appearing for each item in the various "Perceived Gains" columns are extracts from the longer narrative statements made by the respondents. The extractors believe this reporting technique will assist the reviewer in seeing what happened in the programs.

Tables 3 through 28 indicate the real meat of the Johnson-O'Malley program. Although we might be disappointed that all students were not positively affected, and we might think that some districts wasted their funds and that all districts did not report as cleanly and clearly as expected, we should not be depressed. From looking at the tables, the reviewer gains an overall impression that the main objective of Johnson-O'Malley programs in these schools has been achieved. Students have grown and been helped. Every other success has occurred that was not reported. It was a vintage year, 1982-83.

Table 3

Johnson-O'Malley
Program Results
Academic - Reading, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	61	5	.36
1	217	46	7.1
2	107	61	.16
3	123	100	.07
4	151	90	3.42
5	107	84	2.46
6	53	45	1.96
7	25	20	-1.33
8	30	24	5.85
9	13	9	1.23
10	23	17	.41
11	11	9	0
12	8	5	3
UG	—	—	—
Total	919	515	2.12 calculated
Completion %	56%		
Certificated	4.5		
Non-Certificated	29.5		
Cost	\$101,123		

Schools' gain to no gain or negative ratio 14:12

Table 4

Johnson-O'Malley
Program Results
Academic - Language Arts, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	0	0	0
1	16	13	3.30
2	12	11	-.78
3	5	4	10.1
4	7	6	7.05
5	22	20	-1.39
6	19	11	.42
7	23	10	2.76
8	15	8	14.80
9	4	2	0
10	3	2	0
11	7	4	6.60
12	4	1	-1.0
UG	—	—	—
Total	137	92	2.8 calculated
Completion %	67%		
Certificated	2.25		
Non-Certificated	5		
Cost	\$23,905		
School's gain to no gain or negative ratio	5:6		

Table 5

Johnson-O'Malley
Program Results
Academic - Mathematics, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	50	2	15.2
1	57	23	7.1
2	55	52	2.2
3	82	53	1.07
4	59	60	5.96
5	62	67	- 3.29
6	38	30	.53
7	13	11	.13
8	11	12	4.04
9	6	8	2.63
10	8	12	3.55
11	1	6	2.81
12	X	3	- .36
UG			
Total	442	348	1.87 calculated
Completion %	78.7		
Certificated	2.5		
Non-Certificated	6.5		
Cost	\$48,130		
Gain ratio	8:9		

Table 6

Johnson-O'Malley
Program Results
Academic - Social Studies, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	0	0	X
1	0	0	X
2	0	0	X
3	0	0	X
4	1	1	4.0
5	1	1	7.2
6	1	1	5.0
7			
8	2	2	X
9	1	1	X
10	3	3	X
11	1	1	X
12	0	0	X
UG	0	0	X
Total	10	10	1.62 calculated
Completion %	100%		
Certificated			
Non-Certificated	1		
Cost	NA		
Gain ratio	NA		

Table 7

Johnson-O'Malley
Program Results
Academic - Science, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	0	0	X
1	0	0	X
2	0	0	X
3	0	0	X
4	0	0	X
5	1	1	6.0
6	1	1	14.0
7	0	0	X
8	0	0	X
9	0	0	X
10	1	1	X
11	0	0	X
12	0	0	X
UG	0	0	X
Total	3	3	6.6 calculated
Completion %	100%		
Certificated			
Non-Certificated	1		
Cost	NA		
Gain ratio	NA		

Table 8

Johnson-O'Malley
Program Results
Academic - Special Education, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	2	X	X
1	2	2	9.5
2	1	1	8.2
3	0	0	X
4	0	0	X
5	0	0	X
6	0	0	X
7	0	0	X
8	0	0	X
9	0	0	X
10	0	0	X
11	0	0	X
12	0	0	X
UG	0	0	X
Total	5	3	8.6 calculated
Completion %	60%		
Certificated			
Non-Certificated	1		
Cost			
Gain ratio	NA		

Table 9

Johnson-O'Malley
Program Results
Academic - General Academic, 1982/83

Grade	Enrollees	Students Tested	Avg. NCE Gain
K	9	14	5.76
1	18	14	2.6
2	49	43	1.14
3	57	52	3.57
4	41	45	2.21
5	48	57	3.69
6	35	43	3.62
7	17	16	4.23
8	6	7	-2.70
9	9	8	-2.55
10	11	7	22.43
11	8	5	-.28
12	12	4	1.58
UG	0	0	
Total	320	319	3.15 calculated
Completion %	99.6%		
Certificated	.33		
Non-Certificated	8		
Cost	\$43,937		
Gain ratio	8:7		

Table 10

Johnson-O'Malley
Program Results
Vocational, 1982/83

Grade	Enrollees	Students Showing Gain
K		
1		
2		
3		
4		
5		
6	5	6
7	1	1
8	5	7
9	1	4
10	8	8
11	17	16
12	15	12
UG	—	—
Total	52	54
Gain Percentage	103	
Certificated	3	
Non-Certificated		
Cost	\$8,981	

Table 11

Johnson-O'Malley
Program Results
Enrichment - Art, 1982/83

Grade	Enrollees	Students Making Gain
K		
1		
2		
3		
4		
5		
6		
7	4	4
8	4	4
9	7	7
10	3	3
11	5	5
12	2	2
UG	—	—
Total	23	23
Gain Percentage	100%	
Certificated	Not reported	
Non-Certificated	NR	
Cost	\$2,275	

Table 12

Johnson-O'Malley
Program Results
Enrichment - Arts and Crafts, 1982/83

Grade	Enrollees	Students Making Gain
K		
1	13	13
2	23	23
3	25	25
4	27	27
5	33	33
6	40	40
7	43	43
8	42	42
9	8	8
10	8	8
11	6	6
12	5	5
UG	—	—
Total	273	273
Gain Percentage	100%	
Certificated	1.76	
Non-Certificated	1	
Cost	\$8,943	

Table 13

Johnson-O'Malley
Program Results
Enrichment - Indian Culture, 1982/83

Grade	Enrollees	Students Making Gain
K		
1		
2		
3	8	8
4	7	5
5	7	5
6	6	3
7	7	4
8	11	8
9	9	6
10	11	8
11	7	4
12	7	4
UG	—	—
Total	80	55
Gain Percentage	68.7%	
Certificated	.33	
Non-Certificated	NR	
Cost	\$7,785	

Table 14

Johnson-O'Malley
Program Results
Enrichment - Music, 1982/83

Grade	Enrollees	Students Making Gain
K		
1	2	
2	1	
3	2	
4	5	
5	3	
6	1	
7	2	
8	3	
9		
10		
11		
12		
UG	—	—
Total	19	Not Reported
Gain Percentage	NA	
Certificated	4	
Non-Certificated	NR	
Cost	\$16,514	

Table 15

Johnson-O'Malley
Program Results
Enrichment - Piano, 1982/83

Grade	Enrollees	Students Making Gain
K		
1		
2		
3	5	5
4	6	6
5	6	6
6	7	7
7	5	5
8	5	5
9		
10		
11		
12		
UG	—	—
Total	34	34
Gain Percentage	100%	
Certificated		
Non-Certificated	1	
Cost	\$4,140	

Table 16

Johnson-O'Malley
Program Results
Enrichment - Other, 1982/83

Grade	Enrollees	Students Making Gains
K	2	2
1		
2	6	3
3	6	4
4	11	8
5	7	3
6	9	2
7	1	1
8	2	1
9		
10		
11		
12		
UG	—	—
Total	44	24
Gain Percentage	54.5%	
Certificated		
Non-Certificated	6	
Cost	\$1950	

Table 17

Johnson-O'Malley
Program Results
Support - Library, 1982/83

Grade	Enrollees	Perceived Gains
K		1. Motivated students
1		
2		
3		
4		
5		
6		
7	1	
8	4	
9	4	
10	3	
11	3	
12	2	
UG	—	
Total	17	
Certificated		
Non-Certificated	1	
Cost	\$1,950	

Table 18

Johnson-O'Malley
Program Results
Support - Resources Center, 1982/83

Grade	Enrollees	Perceived Gains
K		1. Improved learning
1	1	
2		
3		
4		
5		
6	1	
7	1	
8		
9	1	
10		
11	3	
12	1	
UG	—	
Total	8	
Certificated	Not reported	
Non-Certificated	NR	
Cost	NR	

Table 19

Johnson-O'Malley
Program Results
Support - Reading, 1982/83

Grade	Enrollees	Perceived Gains
K	1	1. Improved basic skills
1	1	
2		
3	1	
4	1	
5		
6	1	
7		
8		
9		
10		
11		
12		
UG	-	
Total	5	
Certificated	Not reported	
Non-Certificated	NR	
Cost	\$175	

Table 20

Johnson-O'Malley
Program Results
Support - Tutorial Center, 1982/83

Grade	Enrollees	Perceived Gain
K	32	1. NCE gains
1	46	2. Improved attendance
2	27	3. Students promoted
3	47	4. Improved achievement
4	56	5. Improved self-concept
5	54	6. Increased scores
6	60	7. Better grades
7	36	8. Improved abilities
8	33	9. One grade level gain
9	24	10. Improved study skills
10	13	11. Improved basic skills
11	8	12. Better materials
12	9	13. Program effective
UG	4	
Total	449	
Certificated	6	
Non-Certificated	23	
Cost	\$64,241	

Table 21

Johnson-O'Malley
Program Results
Support - Educational Support, 1982/83

Grade	Enrollees	Perceived Gains
K	42	1. NCE gains
1	57	2. Academic gain
2	45	3. More supplies
3	56	4. More art materials
4	47	5. Students promoted
5	50	6. Better information
6	60	7. More extra-curricular activities
7	35	8. Improved self-concept
8	45	9. Improved achievement
9	57	10. Better attendance
10	41	11. More student success
11	38	12. Better study skills
12	31	13. Better communication
UG	—	
Total	604	
Certificated	4	
Non-Certificated	19	
Cost	\$60,111	

Table 22

Johnson-O'Malley
Program Results
Support - Other, 1982/83

Grades	Enrollees	Perceived Gains
K	45	1. More supplies
1		2. At grade level achievement
2	2	3. Better attendance through transportation
3	1	
4	2	
5	1	
6		
7	1	
8	2	
9		
10		
11		
12		
UG	—	
Total	54	
Certificated		
Non-Certificated	.5	
Cost	\$6,244	

Table 23

Johnson-O'Malley
Program Results
Counseling - Home/School Aides, 1982/83

Grade	Enrollees	Perceived Gains
K	74	1. Improved attendance
1	67	2. Academic improvement
2	83	3. Reduced dropout rate
3	83	4. Parents better informed
4	69	5. Improved attitudes
5	77	6. Improved student relationships
6	72	
7	80	
8	80	
9	75	
10	84	
11	80	
12	75	
UG	<u>15</u>	
Total	1,014	
Certificated	.05	
Non-Certificated	7.5	
Cost	\$44,333	

Table 24

Johnson-O'Malley
Program Results
Counseling - Career Counseling, 1982/83

Grade	Enrollees	Perceived Gains
K		1. Improved involvement of parents
1		
2		
3	3	
4	1	
5		
6	3	
7	2	
8	2	
9	1	
10	1	
11	1	
12	3	
UG	<u>19</u>	
Total	36	
Certificated	Not Reported	
Non-Certificated	NR	
Cost	NR	

Table 25

Johnson-O'Malley
Program Results
Counseling - Elementary Counselor, 1982/83

Grade	Enrollees	Perceived Gains
K	19	1. Increased student acceptance
1	19	by others
2	23	2. Improved enthusiasm
3	13	3. Goals were accomplished
4	26	4. Academic improvement
5	22	5. Improved self-concept
6	21	6. Improved peer relationships
7	17	
8	18	
9	26	
10	19	
11	21	
12	12	
UG	—	
Total	256	
Certificated	3.5	
Non-Certificated	1	
Cost	\$20,544	

Table 26

Johnson-O'Malley
Program Results
Counseling - Indian Counselor, 1982/83

Grade	Enrollees	Perceived Gains
K	27	1. Decreased dropout
1	36	2. Improved attendance
2	49	3. Improved academic achievement
3	63	
4	62	
5	66	
6	68	
7	86	
8	100	
9	108	
10	95	
11	129	
12	99	
UG	12	
Total	1,007	
Certificated	Not Reported	
Non-Certificated	NR	
Cost	NR	

Table 27

Johnson-O'Malley
Program Results
Counseling - Student Search Coordinator, 1982/83

Grade	Enrollees	Perceived Gains
K	7	1. Increased communication
1	9	
2	7	
3	11	
4	13	
5	11	
6	13	
7	8	
8	11	
9	11	
10	14	
11	5	
12	5	
UG	—	
Total	125	
Certificated	Not Reported	
Non-Certificated	NR	
Cost	\$3,095	

Table 28

Johnson-O'Malley
Program Results
Counseling - other, 1982/83

Grade	Enrollees	Perceived Gains
K	10	NA
1	17	
2	17	
3		
4		
5	12	
6	19	
7		
8		
9		
10		
11		
12		
UG	—	
Total	75	
Certificated		
Non-Certificated	2	
Cost	\$14,430	

DROPOUT REPORT

Of the 8,559 students reported on the dropout form only 152 were reported as actual dropouts. This was a reduction from the previous year's report which indicated 173 dropouts.

Dropouts were reduced from the previous year, but even more gratifying was the fact that reported dropouts were only 1.7% of the enrollees. This fact, coupled with testimony from some of the reports on "Support" and "Counseling" evaluation forms, indicates that the program is keeping the Indian student in school. A most recent report on dropouts (High School and Beyond - A Longitudinal Dropout Study Conducted in 1,015 schools, National Center for Education Statistics) reported as usual that American Indians and Alaskan Natives led the pack with the highest dropout percentage - 27.2% for males and 31.8% for females - for a three year period. Even dividing those figures by three to get an annualized figure still leaves Oklahoma JOM dropout percentages looking good.

The evaluation also covered the number of JOM participants who completed the grade. This year this number was 7,590 of the 8,559 for a percentage of 88.6%. Dropout was not the main factor in this 11.4% non completion figure. Transfers and non-promoted students contributed 807 (9.7%) students to the number. As has already been indicated, non-promotion is not a major contributor, so that leaves transfers as the culprit.

Today's transfers account for many of what district officials used to call "dropouts." The differences are that record keeping is better now, and we have effective educational programs like JOM. Transfers are a residual characteristic of Indian culture. This produces conflict in the schools because schools are staid, stable, solid foundation institutions while Indians are mobile descendants of nomadic ancestors.

When dropout assessment or dropout prevention is studied the conclusion is always reached that student involvement always affects the dropout factor. If students get involved in the "extra-curricular" affairs of the school, they are much less likely to become a dropout statistic. This presumption called for the inclusion of a question about JOM student participation in extra-curricular activities. Results are interesting.

Last year (1981-82) there were 3,462 students reported involved in extra curricular activities. This year (1982-83) the JOM participants numbered 4,193, a whopping increase. As districts, 59 reported having students gain in extra curricular activities. Only 31 reported losses in involvement. The remainder, 32 reported the same as the previous year. Growth in the number of students (731) involved in extra curricular activities is another indication that districts are achieving the goals they have set for themselves in their JOM program.

An even greater indicator of involvement is leadership. During 1982-83 there were 96 JOM enrollees who attended leadership conference. Compared with the number who purportedly needed leadership skills, 1,066, this 9% seems like a very small amount. But since the training is for high school students and deals with leadership in a psycho-political frame of reference such as one might find in a Dale Carnegie type course, the number seems more appropriate. For other younger budding leaders, the classroom activities are probably more their style.

COSTS

Costs are a continuing concern to educators as well as tax payers. Therefore, the evaluation did include items related to costs. The evaluation for this year, however, has not advanced to the point that it can generate some cost benefit comparisons that might be useful for specific future program planning. Some generalities might be of interest.

The range of per student expenditures for schools conducting JOM Programs was from \$1,100 to \$3,251 for all students. The mid point of program expenditures was \$2,075.50. The State Department of Finance Division reported that during 1982-83 the revenue per student for all schools averaged \$2,270.33. The upper expenditure limit of the lower 25% of the schools in this JOM study was \$1,805.50. Add 50% of the JOM schools to that to cover 75% of the JOM schools and you find the lower limit of the upper 25% of the reporting JOM schools to be only \$2,365.50. Checking other figures, we found that the reporting JOM districts were neither much more richer nor much more poorer than other districts throughout the State. Thus the JOM expenditures should be able to make some observable differences. This report helps us observe those differences.

By JOM reported programs the per student costs are as Table 29 illustrates on the following page.

Table 29

Johnson-O'Malley
Program Costs, 1982/83

Program	Students*	Total Cost**	Per Student Cost
Academic - Reading	919	\$101,123	\$110.04
Academic - Language Arts	137	23,905	174.49
Academic - Mathematics	442	48,130	108.89
Academic - Social Studies	10	NR***	
Academic - Science	3	NR	
Academic - Special Education	5	NR	
Academic - General Academic	320	43,937	137.30
Vocational	54	8,981	166.31
Enrichment - Art	23	2,275	98.91
Enrichment - Arts and Crafts	273	8,943	32.76
Enrichment - Indian Culture	80	7,785	97.31
Enrichment - Music	19	16,514	869.16
Enrichment - Piano	34	4,140	121.76
Enrichment - Other	44	1,950	44.32
Support - Library	17	1,950	114.70
Support - Resources Center	8	NR	
Support - Reading	5	175	35.00
Support - Tutorial Center	449	64,241	143.08
Support - Educational Support	604	60,111	99.52
Support - Other	54	6,244	115.63
Counseling - Home/School Aide	1,014	44,333	43.72
Counseling - Career Counseling	36	NR	
Counseling - Elementary Counselor	256	20,544	80.25
Counseling - Indian Counselor	1,007	NR	
Counseling - Student Search Counselor	125	3,095	24.76
Counseling - Other	75	14,430	192.40

* Number of students enrolled.

** Total Costs have been rounded to the nearest dollar.

***NR means the district(s) did not report the figure.

CONCLUSIONS

Some very worthwhile conclusions may be drawn from this report of the Oklahoma State Department of Education supervised Johnson-O'Malley programs for the year 1982-83. In brief form a few select conclusions are the following:

- A. The objective of JOM of providing supplemental educational programs to meet the special educational needs of eligible Indian students has been met for a majority of 8,559 students.
- B. The State Department JOM program served in 68% of the Muskogee Area Office counties.
- C. 122 districts reported in the evaluation; 19.7% of the districts in the State JOM qualified students made up 7.8% of the student population in these districts.
- D. 65.1% of the staff were Indian, and there were 586 Indian Committee members. Over 14% of the School Board members in the 122 districts are Indian.
- E. Students from a greater number of different tribes are served in this program than are served in any other known program.
- F. The four highest need areas were all academic. Reading was the highest at almost 20%. Note that 47% of the districts were meeting these needs with specific academic programs. Others were approaching them indirectly.
- G. Although occupational, leadership, and adjustment needs are usually seen as secondary school level needs, the responses to this survey indicated that district personnel think that these kinds of needs could be addressed at the elementary school level with some appropriate activities.

- H. Adjustment needs indicate that only 8.2% of the Indian students had high absenteeism. This is not statistically different from the 8.0% that occurred between the total State enrollees and the total State average daily attendance.
- I. Only 4.4% of the Indian students had behavioral difficulties. Compared with the fact that 52% of the Indian students in the State are boys, who are usually rated higher in behavioral difficulties, this indicates the programs are beneficial.
- J. If the fact is considered that most "Support" programs involved tutors or a tutoring center, then it could be said that most districts have instituted programs to attack academic needs of enrollees.
- K. All seven academic areas reported above normal gains for students. NCE gains ranged from 1.62 to 8.6.
- L. High percentages of students in Vocational and Enrichment areas made above expected gains.
- M. Support and Counseling programs reported a great variety of improvements in achievement, attendance, motivation, involvement, self-concept, attitudes, skills, communication, relationships, grades, and goals.
- N. Dropouts were reduced from the previous year, but more gratifying was the fact that reported dropouts were only 1.7% of the enrollees. This, coupled with testimony from some of the reports, indicates that the program is keeping the Indian student in school. It must be noted that transfers account for many of what district officials formerly may have called "dropouts."

- O. Growth in number of students (731) involved in extra curricular activities is another indication that districts are achieving the goals they have set for themselves in this program.
- P. The 9% of students who attended leadership training seems appropriate for the number of students who are enrolled at the high school level, the level at which the training is aimed.
- Q. The districts reporting were neither much more richer nor much more poorer than other districts throughout the State. Thus the JOM expenditures should be able to make some observable differences.

As already indicated and as can be gleaned from a perusal of the data herein, this effort at evaluation has shown that the Oklahoma State Department Johnson-O'Malley program for 1982-83 has been very worthwhile. It can also be a stepping stone from which programs of the future may be improved. The need is still there. We have thousands of qualified Indian students with special education needs to be fulfilled. We have evidence that the public schools can meet this need as well as any other entity. Let us continue to progress.